AN ANALYSIS OF GENDER REPRESENTATION IN ENGLISH TEXTBOOK ENTITLED "ENGLISH FOR NUSANTARA" AT SEVENTH-GRADE STUDENTS

A THESIS

Submitted in Partial Fulfilment of the Requirement for *Sarjana Pendidikan* Degree at English Education

By:

MUNASYARIFAH

2520048

ENGLISH EDUCATION DEPARTEMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

UNIVERSITAS ISLAM NEGERI

K.H. ABDURRAHMAN WAHID PEKALONGAN

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2024

SURAT PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya

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NIM   : 2520048

Program Studi : Tadris Bahasa Inggris

Menyatakan bahwa yang tertulis dalam skripsi yang berjudul **"AN ANALYSIS OF GENDER REPRESENTATION IN ENGLISH TEXTBOOK ENTITLED "ENGLISH FOR NUSANTARA" AT SEVENTH-GRADE STUDENTS"** ini benar-benar karya saya sendiri, bukan jiplakan dari karya orang lain atau pengutipan yang melanggar etika keilmuan yang berlaku, baik sebagian atau seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti ditemukan pelanggaran terhadap etika kelimuan, maka saya secara pribadi bersedia menerima sanksi hukum yang dijatuhkan. Demikian pernyataan ini, saya buat dengan sebenar-benarnya.

Pekalongan, 31 Mei 2023

Yang membuat pernyataan

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c/q. Ketua Program Studi Tadris Bahasa Inggris

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Assalamu'alaikum, Wr. Wb.

Setelah melakukan penelitian, bimbingan dan koreksi naskah skripsi saudara:

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NIM   : 2520048

Program Studi : Tadris Bahsa Inggris

Judul   : An Anlysis of Gender Representation in English Textbook Entitled "English for Nusanatara" at Seventh-Grade Stundets

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terimakasih.

Wassalamu'alaikum, Wr. Wb.

Pekalongan, 31 Juni 2024

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APPROVAL SHEET

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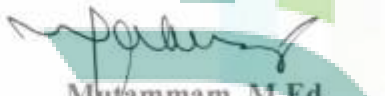
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Judul   : AN ANALYSIS OF GENDER REPRESENTATION IN ENGLISH TEXTOOK ENTITLED "ENGLISH FOR NUSANTARA" AT SEVENTH-GRADE STUDENTS

Has been examined and approved by the panel of examiners on Wednesday, 26th June 2024 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

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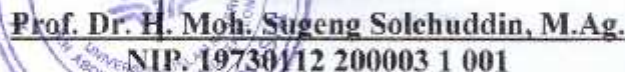**Mutammam, M.Ed.**
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MOTTO

"Bismillah aja dulu!"

ABSTRAK

Penelitian ini menganalisis representasi gender dalam buku teks bahasa Inggris berjudul "Bahasa Inggris untuk Nusantara" untuk Siswa Kelas Tujuh yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Indonesia. Penelitian ini bertujuan untuk mengetahui bagaimana representasi gender dalam buku teks Bahasa Inggris untuk Nusantara untuk siswa kelas tujuh menggunakan teori tata bahasa visual oleh Kress & van Leeuwen (2006) untuk menganalisis teks visual. Penelitian ini menggunakan metode deskriptif kualitatif yang menyelidiki ciri-ciri gender seperti apa yang muncul pada gambar buku teks SMP yang direpresentasikan laki-laki dan perempuan. Studi ini menemukan bahwa stereotip sering digunakan untuk mewakili kedua gender, sehingga menyebabkan representasi gender yang tidak setara. Laki-laki digambarkan memiliki strategi berbahasa yang lebih dominan dan lebih banyak menggunakan ruang publik, sedangkan perempuan digambarkan lebih banyak memiliki ruang privat dan pasif.

Kata Kunci: representasi gender, buku teks bahasa Inggris, gambar.
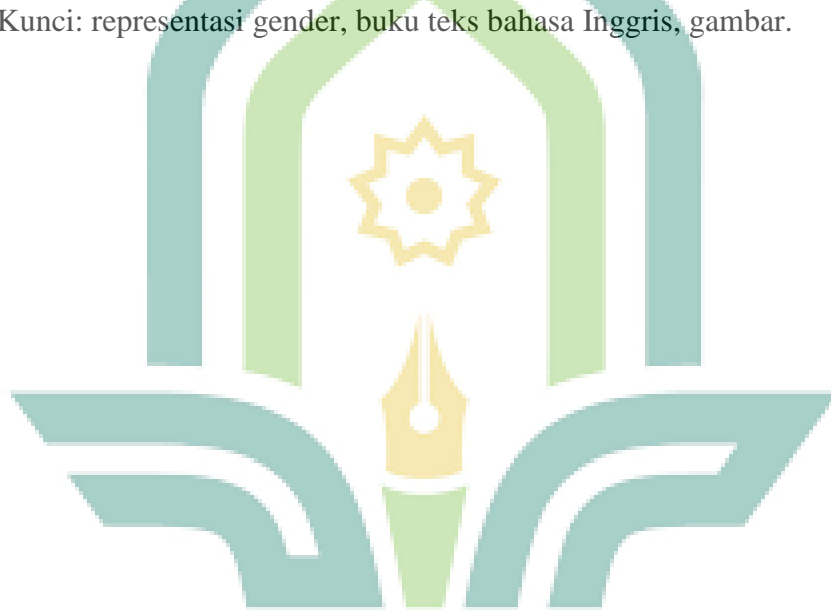
ABSTRACT

The research analyzed gender representation in English textbooks entitled "English for Nusantara" for Seventh-Grade Students published by the Indonesian Ministry of Education and Culture. This research aims to find out 'how gender is represented in the English for Nusantara textbook for seventh-grade students' using the theory of visual grammar by Kress & van Leeuwen (2006) to analyze the visual text. The study used descriptive qualitative, which investigates what kind of gender features emerged for the male and female-represented image of textbooks for junior high school. The study found that stereotypes are often used to represent both genders, which leads to unequal gender representations. Males are portrayed as having more dominant language strategies and using more public spaces, whereas women are portrayed as having more private spaces and being passive.

Keywords: gender representation, English textbook, image.
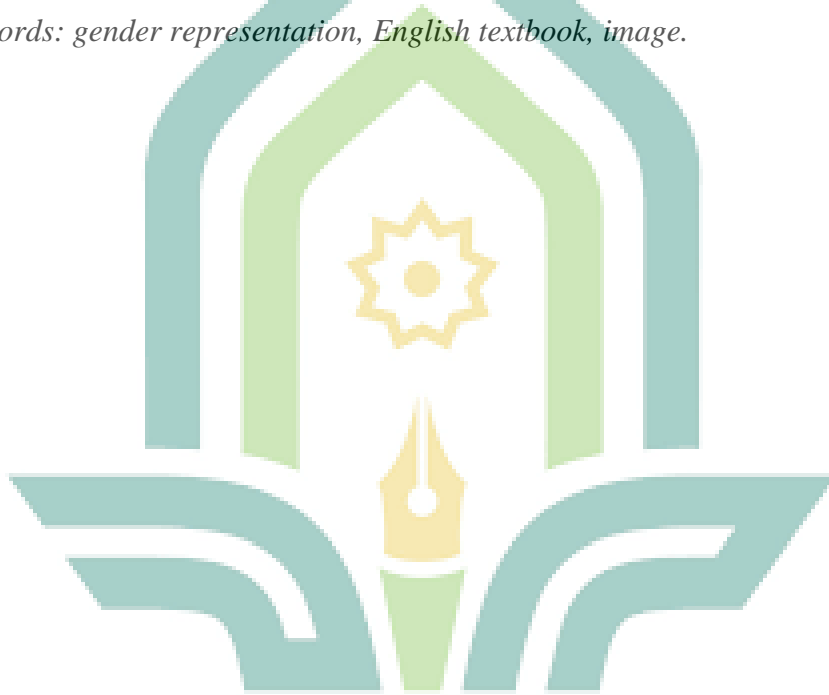
PREFACE

Praises and gratefulness are sent to Allah SWT, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled "An Analysis of Gender Representation in English Textbook Entitled "English for Nusanatara" at Seventh-Grade Students" can be completed. It is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfill one of the requirements for Degree of Sarjana Pendidikan. This study can be accomplished because of the support from kind-hearted people. Therefore, on this occasion, I would like to express my sincere gratitude to the following:

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CHAPTER I

INTRODUCTION

1.1 Background of Study

Everyone uses language as a communication tool in daily life to share information and engage in conversation with others (Moats, 2020). Language serves a functional purpose in both written and spoken communication. A text both spoken and written has a context that influences how a person understands a text, how they can produce it, why texts can have different meanings if it is accepted by different people, and what its relationship with culture (Droga & Humphrey, 2005). Textbooks are crucial for language learners. For students to better understand the material, textbooks include both text and images. However, their ability to read can affect how they understand concepts related to social practices, particularly gender discourse. This is because the possibility that the texts will have an impact on students' personalities when they are creating their identities (Damayanti, 2014). This research focus on the analysis of gender representation in textbooks.

Textbooks are one of the learning materials that have an important role in learning activities. This is due to the fact that textbooks are frequently employed as a source of knowledge, a media for disseminating educational resources, and the primary manual for instructors and students when conducting educational activities. As a result, when choosing a text, one must take into account the content's quality as well as its importance and relationship to the learning objectives (Julianti et al., 2019).

Textbooks serve as valuable learning resources and instructional tools. They are carefully designed and crafted by educators to facilitate the learning process, aiming to effectively attain educational objectives. The intention is to enhance the clarity of the information delivered by the teacher, improve students' comprehension of the material, and ultimately elevate the overall quality of learning outcomes (Mithans & Ivanuš 2020).

Keplinger (2016) state that in order to improve textbook quality, particularly for English textbooks, attention to social factors, such as gender and type of speech, must be paid in addition to language-based subjects like tenses, adjectives, and verbs. In the social science humanities field of gender studies, men and women are viewed from their assigned roles rather than from their biological sex.

Several previous had been analyzed in English textbooks. First is the study from Wahyuni (2023). They investigated the analysis of gender representation in English textbooks used by twelfth-grade students. The study found that males dominate gender roles in two textbooks. It was demonstrated that the male roles in both textbooks tended to be those of professionals, such as directors, programmers, presidents, etc. Furthermore, women are typically assigned to social roles like housewives, teacher, secretaries, etc. It was discovered that both textbooks contained gender stereotypes about male and female occupations.

Second is the study from Suwastini et al. (2023). This study found that the textbook use lexical hedges and fillers, empty adjectives, intensifiers, and

male dominance in the dialogue to portray gendered linguistic stereotypes. Patterns of "male firstness" in name-dropping, topic selection, and conversational focus.

Both studies investigated gender representation in textbooks. The first study focuses on analyzing gender roles while the second study focuses on analyzing language and gender. Therefore, this research has a gap to fill gender representation in investigating different sides of gender representation in general through images and text. In addition to it, the book was written by several authors and there are more female authors than male, so the gender of the authors affects gender representation in the textbook. Males are more dominant than females so this can influence the way language is used, understood, and interpreted. Some reasons such as cultural and social awareness, use of words and phrases, communication skills, prevention of stereotypes, etc, can overcome the problem of gender inequality.

There are many problem faced by students in creating equality and comfort, as well as understanding the importance of using inclusive language in the English language learning process. Based on the above background, the researcher is interested in further analyzing gender representation in the English For Junior High School textbooks. This is because the English For Junior High School textbook is one of the books that is widely used as a learning guide for middle school students. This study analyzed using the Representational Process from the Visual Grammar theory by Kress and van

Leeuwen (2006). The analysis focused on types of interaction narrative process, classificational process, and circumstantial process.

1.2 Limitation of Problem

Based on the discussion in the background of the study and identification of the problems, this research focus on how gender representation in English for Nusantara textbook at seventh grade of junior high school using visual grammar.

1.3 Formulation of The Problem

From the statement mentioned previously, the following research questions need to be defined in this study: "How is gender representated in the English Nusantara Textbook for Seventh Grade Students?"
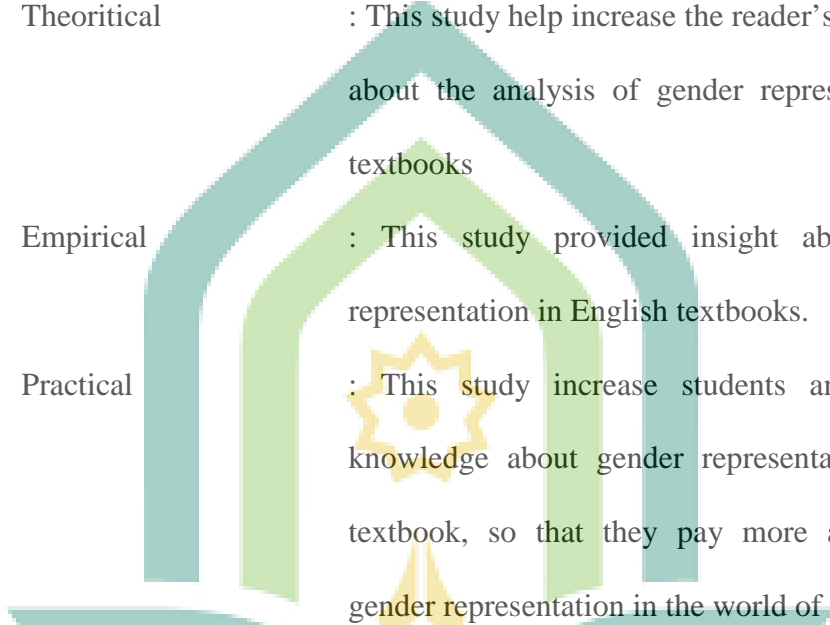
1.4 Operational Definition

1. Gender Representation in textbook: A way of representing both sexes within the textbook. Gender equality refers to treating gender representation equitably, or balancing imbalances. When one gender dominates and the other is underrepresented in text or images, this is known as imbalanced or unequal representation (Celis, 2008).

2. English Textbook: one source of learning primarily for use in educational units. Textbooks are the main material used by teachers to teach foreign languages about language and culture (Tomlinson, 2011).

1.5 Aims of study

This research aimed to investigate the quality of the book that has been mentioned and provides significant insight into the understanding of the problem and for the evaluation of future learning.

1.6 Significance of The Research

1. Theoritical   : This study help increase the reader's knowledge about the analysis of gender representation in textbooks

2. Empirical   : This study provided insight about gender representation in English textbooks.

3. Practical   : This study increase students and teachers knowledge about gender representation in the textbook, so that they pay more attention to gender representation in the world of education.

CHAPTER V

CONCLUSION

5.1 Conclusion

After doing the research, it can be concluded that the current study reveals asymmetrical gender representations in textbooks because stereotypical depictions of both genders are used. Even though most of the authors are women and they try to show gender equality, gender bias still exists in several aspects, especially in the visual grammar of this book.

The ratio of female appearances in book illustrations is the lowest, especially leading conversations or actors is the lowest. In addition, women are shown to be less aggressive, and less social, tend to create more boundaries, tend to stay in the comfort zone, and take on more domestic roles.

Males represent the largest ratio of characters in textbook illustrations, they are mostly as actors. Males often lead the conversation. Males are depicted as more powerful, independent, gregarious, domineering, in control, and relaxed. And males are associated with roles outside the home such as working, hunting, and physical activity.

5.2 Recommendation

This research has some limitations. Therefore, further researchers are expected to study gender representation in English textbooks with different aspects analyzed or other gender issues that may exist in the textbook. Furthermore, English teachers and students have to be more aware of gender issues in the textbooks. The teacher who used this book or any other English

textbook should add some materials to cover up the gender bias issues of the textbooks.

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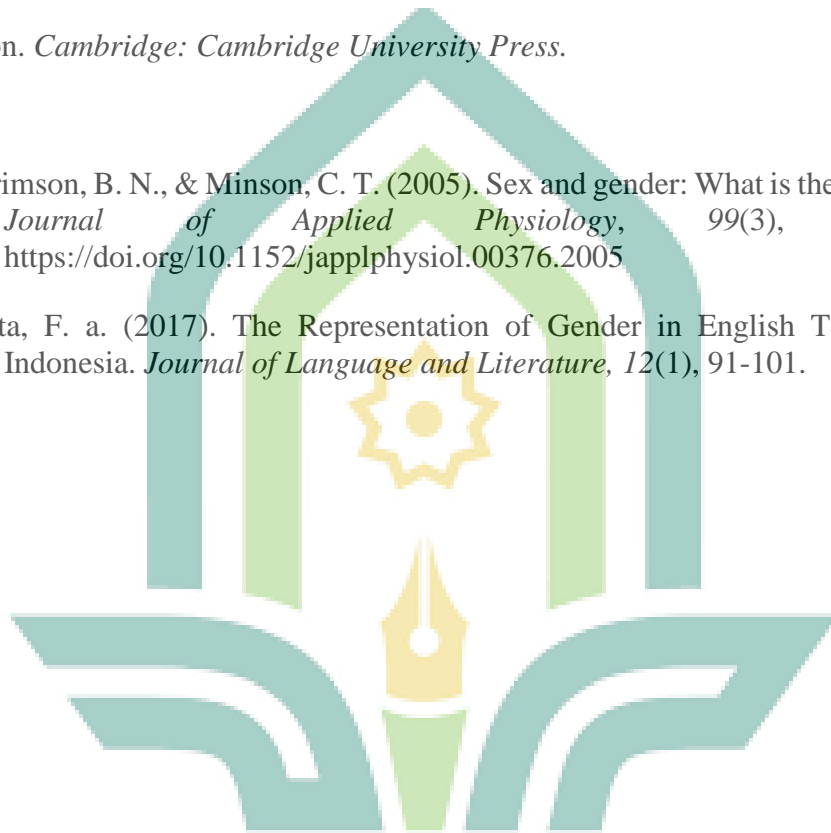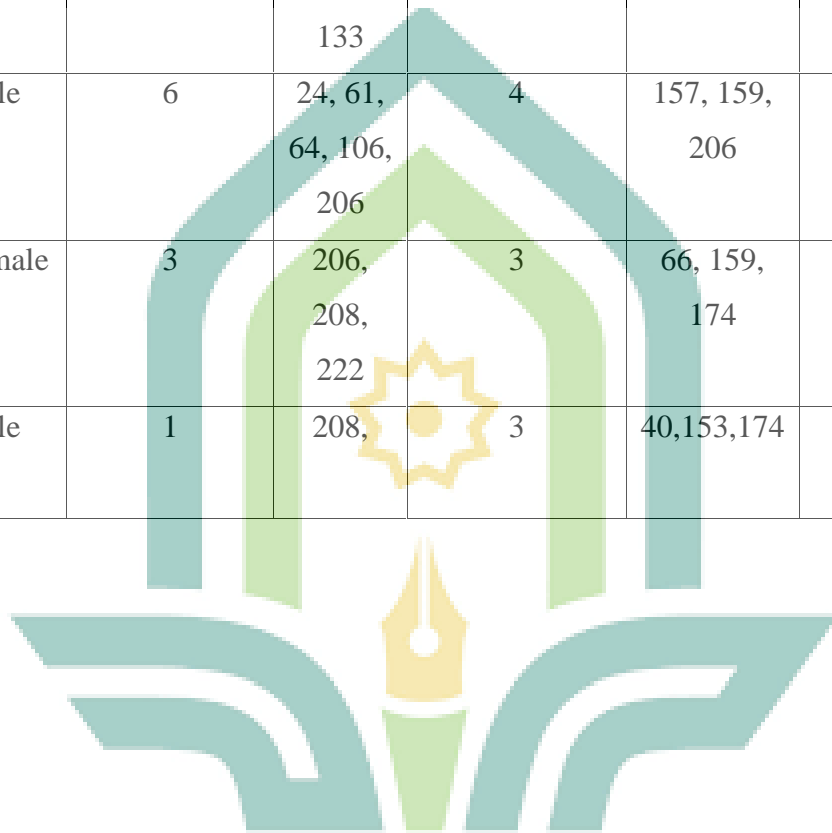
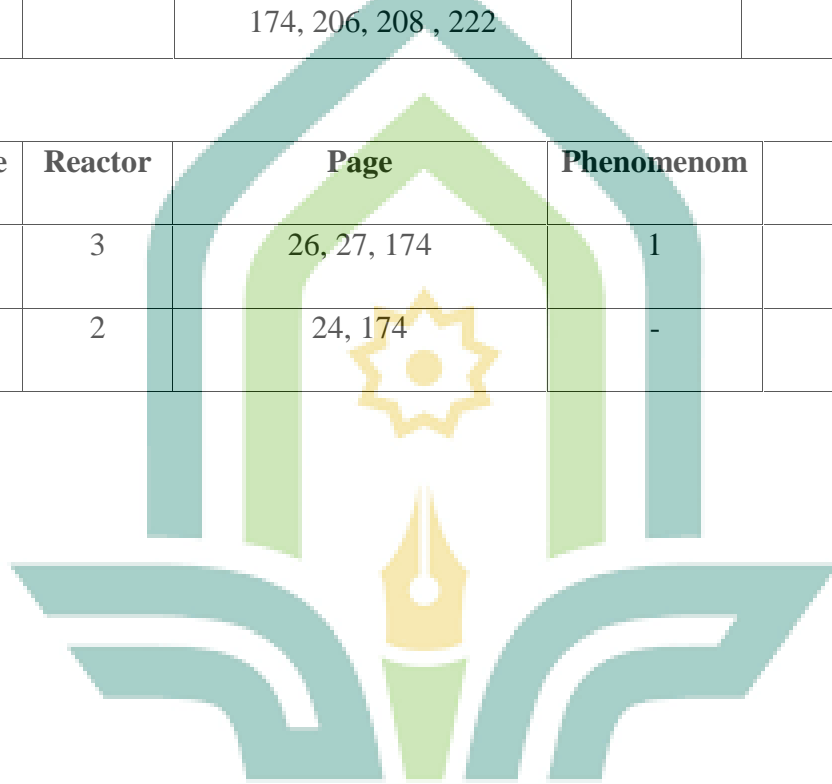ENCLOSURE

Enclosure 1: Types of Interactions

Male/Female	Bidirectional	Page	Transactional	Page	Reactional	Page
Male to Male	6	20, 24, 31, 77, 106, 133	3	23, 157, 159	1	27,
Male to Female	6	24, 61, 64, 106, 206	4	157, 159, 206	2	24, 66
Female to Female	3	206, 208, 222	3	66, 159, 174	1	26
Female to Male	1	208,	3	40,153,174	1	27

Enclosure 2: Participants types of Interactions

Male/Female	Actor	Page	Goal	Page
Male	22	20, 23, 24, 27, 31, 61, 64, 71, 106, 133, 157, 159, 208	3	23, 157, 174
Female	15	26, 27, 61, 64, 106, 159, 174, 206, 208 , 222	7	26, 66, 159, 174, -206, 208

Male/Female	Reactor	Page	Phenomenom	Page
Male	3	26, 27, 174	1	64
Female	2	24, 174	-	-

Enclosure 3: Classification in Interactions

Classification	Male to Male	Page	Female to Male	Page
Parents to Child	1	133	-	-
Teacher to Student	-	-	1	174
Child to Parents	-	-	-	-
Student to Teacher	2	27	1	27
Same age/position	10	20, 23, 24, 26, 31, 71, 106, 157, 159	1	210

Classification	Male to Female	Page	Female to Female	Page
Parents to Child	1	64	1	66
Teacher to Student	-	-	1	174
Child to Parents	-	-	-	-
Student to Teacher			1	27
Same age/position	7	61, 106, 157, 159, 206, 208	5	26, 159, 206, 210, 222

Enclosure 4: Distribution of circumstance

Male/Female	At school	Page	At home	Page	Outdoor	Page
Male (Firstness)	11	20, 23, 24, 27, 61, 157, 206, 208	3	64, 71, 106	2	31, 133
Female (Firstness)	8	24, 26, 27, 159, 206, 208, 210, 222	2	66, 174		
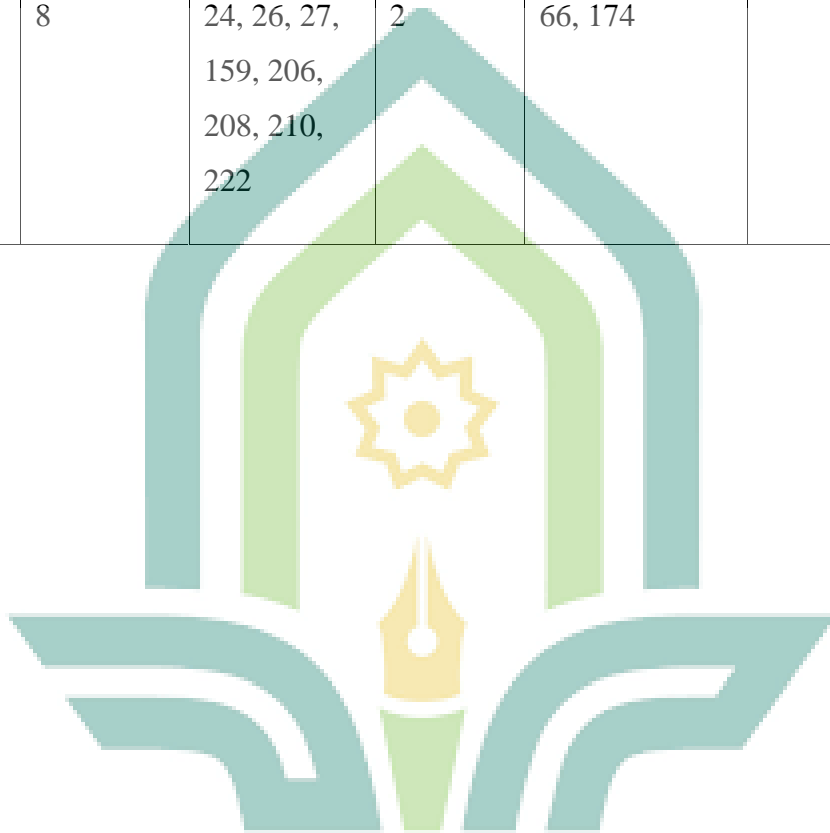
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